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ABSTRACT

Compensatory education programs funded by Johnson-O'Malley categorical aid monies are described in this annual report on American Indian education in the State of Washington. Funds were allocated to school districts on the basis of need and merit of proposed programs. Programs funded provided food services, home visitors and counselors, teacher and library aides, tutoring, individualized instruction, field trips, and teacher training. Enrollment statistics, a 1968-69 budget analysis, and the 1969-70 budget request are presented. An evaluation report of a conference on American Indian education for teachers, principals, and counselors is also included. (JH)

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ANNUAL REPORT

1968 - 1969

Indian Education

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RC 00 48 40

STATE OFFICE OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

Louis Bruno
Superintendent of Public Instruction, Olympia, Washington

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STATE OF WASHINGTON

i

Superintendent of Public Instruction

LOUIS BRUNO
STATE SUPERINTENDENT

October 15, 1969

P. O. BOX 527
OLYMPIA 98501

Mr. Dale M. Baldwin, Area Director
Bureau of Indian Affairs
U. S. Department of the Interior
Post Office Box 3785
Portland, Oregon 97208

Attention: Mr. James Bearghost

Dear Mr. Baldwin:

In accordance with I.A.M. 62, Section 3.2.10-C, the Annual Report of Indian Education in the State of Washington is transmitted herewith.

The report provides a breakdown of the distribution of Johnson-O'Malley funds received for Fiscal 1969 and expended during the 1968-69 school year. Also, program descriptions and needs and projections for 1969-70 and 1970-71 are included in the report.

Sincerely yours,

DIVISION OF CURRICULUM
AND INSTRUCTION

James O. Click

James O. Click, Supervisor
Indian and Migrant Programs
(1968-69)

JOC:et

Enclosure

Summarization and Brief Report on Compensatory Educational Programs for Indian Children Provided Through Johnson-O'Malley Funds for the School Year 1968-69

All children, regardless of heritage, are free to attend the public schools of the State of Washington. No schools run by the Bureau of Indian Affairs remain in the State; therefore, Indian children living on reservations or trust lands attend the public schools, some of which are also located on Indian reservations.

All Indian children whose parents and guardians live on or near reservations or other trust lands may be eligible to participate in compensatory school programs funded by Johnson-O'Malley categorical aid monies. Those funds are specifically for the purpose of providing activities and services that equalize opportunities for Indian children who come from "disadvantaged" homes. These activities and services are to supplement basic education programs rather than supplant them in any way.

Twenty-eight school districts received Johnson-O'Malley allocations through the Office of the State Superintendent of Public Instruction during the 1968-69 school term. A total of $165,621 was allotted to districts on the basis of apparent need and merit of proposed programs as submitted by the applicant districts. The special activities and services offered Indian children through these programs varied widely in nature, and included such things as food services, home-visitors and counselors, teacher and library aides, tutoring, individualized instruction, field trips, and training for their teachers.

Some examples of the kinds of services and activities provided are revealed in the abstracts directly from the reports submitted by the school superintendents of the various districts funded:

Auburn: Mr. C. V. Hostetter, Administrative Assistant, reports:

> Starting in September, 1968, and extending through August, 1969, the Auburn School District has attempted to do considerable more than in past years to help the children and parents of the Muckleshoot Indian Reservation have a greater interest in themselves and in their schools. The School District has also attempted to improve the interest and understanding of the teachers and the community in the Indians. This increase in emphasis in improvement in relations with the Indians has been attempted from several means and by many people. Funds for this purpose have been provided from the School District, Title I, Johnson-O'Malley Funds allotted to the district, the United States Department of Agriculture, the City of Auburn Parks and Recreation Department, The Office of Economic Opportunity through Head Start, local churches and civic organizations. The first three mentioned have contributed the greatest amount in funds.
>
> The following activities have been carried out over the year with these funds:
>
> Indian Study Hall: Two evenings per week with average attendance 50 ..... $ 2,500.00
>
> Driver Training for Indian Youth: The regular course as offered in the high school ..... $ 1,000.00
>
> Home Visitor-Counselors: These persons served all children in all schools, but gave emphasis to the Indian child $11,000.00
>
> Indian Teacher Aides: In classrooms at Chinook Elementary, Parkview, and West Auburn Elem. ..... $ 7,500.00
>
> Indian Summer School: This program was planned and developed with members of the Education Committee of the Muckleshoot Reservation. It was anticipated that there would be about 50 Indian children enrolled. Due to the enthusiasm and efforts of one of the teacher aides, 120 registered and attend. Fifty percent of the Indian children have perfect or near perfect attendance.

(continued on Page 3)

The Education Committee was involved in the entire program from planning the type of program, the daily schedule, the selection of staff--professional and Indian aides, the planning and preparation and serving of food.

The food program is through a special grant from the U. S. Department of Agriculture and surplus foods. The food prepared and served in the school cafeteria. The cook and aides are paid out of Title I funds.

Total budget for the summer program	$14,788.00
Food	$ 2,500.00

Also, 10,499 free or reduced-price lunches were furnished to Indian children in the various schools in the district during the entire school year..... $ 1,348.00

Other services JOM funds were used to provide to Indian children such as furnishing work books, A.S.B. cards, etc., in various schools amount to $ 532.17

(A total of only $3,500 of Johnson-O'Malley money was contributed to this program.)

Cape Flattery: Superintendent Glenn Willison reported:

The counselor spends one extra day with the Neah Bay Indian children. The cost of this 20% of her time is $1,920.00. The other four days are spent 50% at Neah Bay and 50% at Clallam Bay, where work is done with all children. The district pays the remainder of the salary or $7,680.00.

We hired a teacher to cut the class loads in the first and second grades of the Neah Bay school. $3,080.00 of this cost was paid for by Johnson-O'Malley funds. We have over 200 Indian pupils in the whole K-12 school out of 300 pupils. The district carried the extra cost with local funds.

We received $420 of Johnson-O'Malley funds to help us hire an attendance-counselor. The total cost was $700.00. We hope to collect $280.00 from the Tribal Council for the remainder of the cost. We just had this program for five months, but want to start it September next year.

Columbia: Superintendent Walter A. Lindman reported:

The Johnson-O'Malley funds were used for instruction, transportation, and lunches for the Indian children. We feel that much progress was made with these youngsters due to the extra funds. We did not reduce the amount of Johnson-O'Malley funds within our lunch program. The reduced-price lunches only helped us provide lunches for more children.

Coulee Dam: Superintendent Arnold F. Luiten reported:

Our home visitor did an outstanding job in working with parents. She developed a feeling of confidence with the Indian families, which does not come easily. Very worthwhile--attendance improved.

Our crafts program was an area of motivation and improved the general attitude regarding school in general. We are continuing this program with district funds. Many students worked in areas of their culture and recreated interests in some of the crafts and art work of their tribe.

We did not put funds into the Lunch Program.

Cusick: Mr. Robert Quiggle, Superintendent, reported:

Our total teacher-aide program costs us more than the $4100 we receive from Johnson-O'Malley funds this past year. We do not feel that our teacher-aide program is adequate, and if more Johnson-O'Malley money should come available this is where I would put it.

Ferndale: Superintendent Dr. James Norris reported:

Provided nutritional lunch for all Indian kindergarten youngsters--a follow-through of the program in Head Start. A free lunch for Indian youngsters who could not afford to buy one under either the regular or reduced price program.

Maintained study center on the reservation, providing instructional materials, coordination and supervision for utilizing Vista workers and W.W.S.C. students as tutors for the program.

This year we plan to have an Indian person full time who will be classified as a counseling assistant who will coordinate between the college and Lummi Educational Center to arrange tutor schedules, work between counselors, principals, teachers, and the home regarding problems of attendance, program opportunities, school relations, and school progress.

Ferndale (continued) -

What we want to do is to have a person who is in tune with the needs of the Lummi youngsters, who understands their home situations, and bring the resources of the school and the community to full capacity in meeting the expressed and identified needs of the children.

Granger: Superintendent R. G. Lisle reported:

An attendance officer called on all Indian students who were absent for unknown reasons. The attendance officer also called on other students who were absent when he was in the same area.

The attendance officer determined the cause of the absence and had the opportunity to talk and counsel the student and parents. The absentee rate has been improved but work still needs to be done. The dropout rate has been greatly reduced in the past few years.

A very successful program for the past year and a half has been the Indian Art Program.

Larry George, a local Yakima Indian Artist, was used to give each Indian student in the Granger school an opportunity to express himself by means of art. Larry also taught Indian students Indian Legends and other Indian culture.

Indian students would verbalize with Larry in Indian classes and also in the regular classroom. This program was very popular with both Indian and non-Indian students.

We had no specific lunch program. We did expend $267.00 for Indian lunches for hardship cases during the winter months. More qualified for the reduced-price lunch program this spring. No money was saved because the winter hardship cases were no longer hardship cases when the reduced-price lunch program was started.

Hood Canal: Superintendent John J. Pill reported:

Full-time Teacher Aide in kindergarten who also acted as library assistant and attendance officer.

This assignment was very successfully carried out, but without Johnson-O'Malley funds we would not have had the program. Thanks to this Indian education act, we have tried many varied programs to help our Indian children in the past ten years. The partial program instituted last year has been most successful for our particular problem to improve attendance of Indian children. The Indian teacher aide worked in the kindergarten for three hours a

day, including acting as a library aide and Indian attendance home visitor. The Indian attendance work was the eye opener; we have progressed to a point when an Indian child is absent the parent calls the school to give reasons for the child not being in school rather than have the Indian teacher aide visit the home. It is not uncommon for this Indian aide to return to school with a car load of children. Needless to say, these children are now in school more and keeping up with the rest of the students in school academically.

We would like to improve on this program; however, local financing, because of the state financial formula, does not warrant employing such a person, so we are entirely dependent on the Indian Education Act.

LaConner: Superintendent L. D. Maxwell reported:

The home visitor program which we instituted two years ago has been very effective in bringing together Indian parents and various school personnel, especially the secondary school counselor. The home visitor program has improved school attendance among Indian students to the point that average attendance among Indian students is approximately the same as average attendance among non-Indian students. This program is totally supported with Johnson-O'Malley funds.

The non-graded primary reading program has been funded through Johnson-O'Malley to the extent that we were able to add a teacher at the primary level thereby reducing the teacher-pupil ratio and providing for more individualized instruction. The principal advantage of conducting this program is that it can give many of our disadvantaged students a good substantial start in their educational careers, and at the same time reduce the stigma attached to failures ehich many of our students faced in the traditional beginning reading program. We plan to continue this program during the 1969-70 school year, and we hope to add a teachers' aide to the program.

Marysville (Tulalip Elementary School): Superintendent Blore reported:

Many of the children of our school, pupulation 300 of which about 100 are of Indian origin, come from families where the mothers either do not get up and prepare the child a breakfast or there is not food available to do so. The children must rise early in the morning to ride the school bus and travel for considerable distances. Because of the preceding conditions and knowing the relationship of

Marysville (continued) -

learning to a well-nourished body, we requested that consideration be given to the operation of a breakfast program at this school.

As you know, studies indicate that poor nutrition during childhood has an effect not only on physical growth but on the mental functioning of the child. Our emphasis in the Pilot Breakfast Program is improving nutrition of the needy child, thereby improving all aspects of the child's growth and development.

Prior to the inception of the program, many of the teachers advised me that they were knowledgeable of children coming to school without breakfast, and that the children were lethargic, uncooperative, and cranky. Because we have a Health Services Nurse assigned to this school, we do considerable health screening and have determined which families do not have the means of correct attitude toward good nutritional habits.

As a result, we have called on the homes and solicited the families' support in either providing breakfast for their children themselves when they have the means to do so or to send the child to the school's breakfast program. This may explain why the participation in the program fluctuates from day to day and particularly just prior to receipt of welfare checks. The average daily participation is fifty-five (55) students.

Our project Head Start experiences have taught us the value of the introduction of new foods into the child's diet. The children are showing a willingness to try new foods, and, according to our cook, this has been a happy experience for these children. They even ask for the recipe to take home to their mother so that she will prepare similar food. Instead of shying away from new foods when asked if they would like it, they now shrug their shoulders and say, "I don't know, but I'll try it."

Food for this project is furnished by the Federal Government under the Pilot Breakfast Program. Serving the food is done by a member of the Indian Tribe employed with JO'M funds.

We were concerned that our lunch count would drop when we introduced this program. Our observations tell us just the opposite. The children who take the breakfast are not necessarily the ones who take hot lunch, and therefore, in many cases, this is the one hot meal of the day. Also, the children who normally take hot lunch and are now in the program have continued in the lunch program.

Recent observations by the teachers and screening in the health services program have revealed to us that the children now are responding better in the classroom, plus correspondingly less upper respiratory infections. Weight and measurements are a varying thing

Marysville (continued) -

with children of this age, and, of course, go in spurts, but sporadic checks have indicated general weight increase along with general complexion improvement. Along with this program and formerly under Title I, ESEA, we give the children vitamins and flourides.

The local reservation C.A.P. agency felt that the program was so needed and the results, to this point, so wanted by the parents that they have contributed labor through their community action program. The problem now arises that other reservation projects take precedent and the labor for the breakfast project is gradually being withdrawn. Unless we are able to find another source of funding to supplement this project, I would fear that it may be necessary to discontinue it on the basis of lack of labor.

Mary Walker: Superintendent Walter Lindman reported:

During the school year 1968-69, our Johnson-O'Malley program treated only the nutritional aspects of the school Indian population. Every Indian student has been afforded a lunch for the entire year, and all who wished were allowed their breakfast, either free or at a reduced price.

The amount of Johnson-O'Malley funds was not sufficient to completely pay for all of the expenses related to our free lunch and breakfast programs; however, the reduction in the school lunch program, and the increased reimbursement per lunch by the State, allowed us to lose less money on our food program than was anticipated at the beginning of the school year.

Our participation in the lunch program this year was considerably greater than our allocation of surplus food; therefore, our costs were not reduced as much as we anticipated.

Mount Adams: Superintendent Victor Anderson reported:

We hired a member of our staff who is an Indian as a high school counselor. He worked almost exclusively with Indian children on the 8 to 12 grade level. He had excellent access into homes, and was able to do a fine job of convincing Indian children that they should stay in school.

We have a man with great experience working with Elementary children. He worked with testing, guidance, and as a home visitor. We feel that his help is invaluable with our Elementary Indian children.

Nespelem: Superintendent Daryle Starkovich reported:

Breakfast and lunch program	$1,000.00
Band Program	4,177.86
Kindergarten Program	303.38
Visiting Home Counselor	518.76
Total ...	$6,000.00

Band Program - see attached sheet for article written by Gary Tollefsen.
Kindergarten Program - attached, written by Melba Seekins, Kindergarten Teacher.
Visiting Home Counselor - attached and written by Nola Wolfe.

We maintain a reduced-price lunch program due to the fact that many of our students are unable to pay for their lunches. December 1st, we started a breakfast program which has proved very successful. We used JO'M funds for both of these programs, and also state and local district monies, to supplement these programs which operate in the red every year.

BAND PROGRAM

This trial band music program at Nespelem Reservation School during the 1968-69 school year at times was a very difficult and trying experience but the end results proved this program to be a most valuable asset to Nespelem.

The band music program consisted of rhythm band in grades 1 and 2, flutophone band in grades 3 and 4, and regular band in grades 5 and 6.

This past year we (rhythm band, flutophones and regular band) performed in two band concerts at the Nespelem school and the regular band only in two parades. One parade was the children's parade in the Wenatchee Apple-blossom Festival, and the other was the Color-ama Parade at Grand Coulee and Coulee Dam. Each performance was very successful and the children realized this, which was a great help building morale and confidence to continue learning to get better.

At the first of the school year, the youngsters were very skeptical, cold, stand-offish, sometimes cooperating, but not always, by any means. A teacher with not much patience or a new teacher would probably have given up or possibly become a nervous wreck during the first few months.

Nespelem: BAND PROGRAM (continued)

Just before our first performance the youngsters began talking to me more freely than ever before, but most talk was concerning why have a concert--"we couldn't play good or do anything to be proud of," "every one in other schools is better than we are in everything," "why don't we just practice a little or goof around a little during music period and save the embarassment of a poor concert?" This seemed to be the general attitude of most of the youngsters. But a high spirit in the band is most essential to a good performance. This inferiority complex was the toughest problem I've ever encountered in my nine years of music teaching in schools. A constant cheering up--letting them know they <u>were</u> as good as anyone else in any other school music program was absolutely necessary especially just before the first performance. Many youngsters (who played well) threatened not to come--only one didn't. The first program was a big success; students and parents alike were well satisfied.

It wasn't until after our first concert at Christmas that the youngsters began to realize it might be to their advantage to try and learn about music. At this concert the youngsters began to see what the whole purpose had been; if not, their parents, guardians and grandparents made it clear after we performed. In fact, many of the band people were so positive they performed better than should be expected that about over night they changed from feeling inferior to pretty cockey about their newly acquired talents. They had worked hard for this concert, playing about eleven songs; only three were short, all the rest were one full large page each. After this first concert the barrier had been broken; the younger children tagged me with the name of "Mister Music Man," they began to meet me coming down the hall and for some of the remainder of the year I hardly had a day when some of the youngsters didn't at least volunteer to carry something for me while on the way to a class.

The whole regular band memorized two fairly long songs to perform while marching, and they both looked and sounded very good in each of the performances plus their warm up parade through the town of Nespelem.

It was very gratifying to see these young people, who, at the first of the school year, thought that band was probably a sissy-type, goof-around program, continue with it through the year threatening to quit many times but now, through group achievement, playing their hearts out on their instruments through the last school band day, still asking questions wanting to learn more. This proved to me the whole program the last year had been worthwhile. They've needed something to be proud of, and now they have it.

It has been a tough job. What makes it a better than average job is that many of these youngsters are in fact tough poverty cases and this experience in band music has afforded them proof to parents, guardians, grandparents, and students alike that they have found an area in which they are qualified to offer very good competition with any other public school. Nespelem band members heard other band performances this past school year, that couldn't compare with our band program; which helped to build confidence and pride.

For morale of the whole school and real competition, the development of pride in achievement, as far as the students and I were concerned this past year, band music offered these things. The community and youngsters, I'm sure now, would be greatly disappointed if the band music program were taken away from them. It would be wise to continue it next year because, for like most youngsters previously involved, it will have probably been one of the most worthwhile experiences of their lives.

-- Gary H. Tollefsen

KINDERGARTEN

Each fall our "five year olds" enter the formal world of education. Already many have deep-rooted emotional problems. These fears, frustrations, hostilities, etc., are crippling and are hindrances to progress in learning. These children now begin to face a rugged world--a world that expects and demands a different type of communication and behavior than that which already has become a part of them. We must begin to help him overcome these handicaps while he still has some flexibility. The habits and attitudes are already beginning to "set." Even in Kindergarten we can also help him begin to build a philosophy which will help him overcome his problems and to develop a strong feeling of self-worth.

Many of our children at this age communicate with violent actions and verbal insults. Kicking, hitting, spitting and vulgar language is very prevalent. Wrapped up in these same individuals is sweetness, affection, sensitivity, talent, intelligence and a desperate need to be understood, accepted and loved.

Perhaps a look into the lives and experiences of several pupils will help to better understand our problems and explain why we need small classes and extra adult help.

_____ came to us very eager and happy to play with the toys and explore and experiment in her new environment. As long as _____ had whatever she wanted, whenever she wanted it, things were fine. As this situation cannot exist when there are others involved, _____ was constantly fighting and sulking. She was entirely undisciplined, uncooperative, self-willed and unpredictable. She was almost like a little untamed animal and had to be watched constantly. Her vocabulary was very limited, which made it difficult to understand her at times. She had practically no attention span. Whenever a mild form of discipline was applied, she became very stubborn and hostile.

_____ has no father, and many people come and go at her home--which perhaps is confusing. Once she saw her mother beaten by a teen-age boy living in the home. The police came and took the boy to jail. For three days afterward, _____ would get a severe stomach ache when mildly upset. The tears were always very near to the surface. Our Aide and I would hold her and talk about pleasant things or look at books, etc. _____ needed this special attention following this traumatic experience.

_____ now can sit and listen to a short story, she can count some, and is making progress in reading readiness, etc., but still is not emotionally ready for first grade. We are proud of her progress, but she has had such a long way to come.

_____ is a very observant and intelligent boy. He knows all his alphabet, he can count and recognize the numerals up to 100. He knows quite a few sight words. _____ is now ready to really "take off" in reading. When he entered school, he was like a live volcano. There were several eruptions every morning. The slightest frustration would cause a tantrum. He would pound his fists on a person or object and scream and swear. Much time was spent explaining why this was not acceptable behavior in school. We needed to punish, encourage, and practice using workds that would help communicate our thoughts. Then we created "Stormy Cloud" and put him in a corner near _____. Whenever _____ felt like hitting someone, he went and hit Stormy Cloud. Then one day when _____ faced a frustration and won, his face was all smiles as he said, "and I didn't even get mad!"

It is a thrill for pupil and teacher together when battles like this are won.

Now the tantrums are fewer, less violent, and of shorter duration. With the guidance and help of his new teacher, _____ should get along just fine next year.

Many of the children are learning to communicate with courteous words instead of violent acts. Many times when a child lay flattened or was doubled up crying, I would say to the offender, "Why did you do this?" The answer would be, "He was in my way!"

Day after day, steadily, consistently, patiently plugging along, we try to explain that we can use words instead of fists to accomplish our purpose. We practice making requests like this: "Would you please move so that I can get the blocks?" or "May I please look at your book when you are through?", etc.

Most children are very pleased to be treated with such respect and courtesy, and usually are happy to accommodate. Occasionally now we hear comments like this: "Look, John and I are looking at this book together!"

_____ came to school last year. He is one of seven children. The father has left them and married another woman. He would not converse with anyone and was afraid to swing or go down the slide. He was afraid to try things. He never played with any of the children. Although at first he never actively participated in play, his large expressive eyes didn't miss a thing. He learned his colors, and could recognize his numerals, etc. He would verbally name these when I pointed to them, even though he would not speak at any other time. He was a good listener and did well with reading readiness work. For several weeks _____ never smiled or showed any emotion.

One day, when the boys beat the girls back from the bathroom, _____ smiled for the first time. After that the smiles began to appear more frequently and _____ went about his activities with a pleased, contented look. He began to paint at the easel and one day he proudly and silently brought me a picture of a square with two circle wheels. We were proud and happy together. Gradually he conquered other fears and frustrations.

On the last day of school, all students except those from Kindergarten were to come and get their report cards. Through some misunderstanding, _____ also arrived on the bus. I was in another room when a student came and told me _____ was in a heap on the floor in front of the locked door, sobbing uncontrollably. Little _____, who had never showed this type of emotion. His little island of safety, of security in this large building was inaccessible and unattainable. We unlocked the door, unpacked some boxes and took out some familiar toys, and soon there appeared the look of satisfaction and joy. _____ played happily and went home proudly with a little sack of surplus plastic toys.

Although _____ has an October birthday and is young for his grade, he has made good progress this year. Now in first grade, he goes all around school with a confident, happy manner. Very seldom do I see him without a smile.

_____ seemed very shy and quiet, but would do little sneaky things to hurt others. One of the first pictures he painted was all black and red. The black object was an Indian. He had been in a fight and his head had a big red, bloody spot. One leg had been cut off and what was left was all red. I wondered if this were his idea of an Indian--if this was the way he thought of himself--so very unattractive.

A few weeks ago, _____ surprised me with a painting of a dragonfly--a beautiful yellow and green creation.

Another interesting picture of his was of a man with a pair of glasses up on his head. The man had big shoes because he has big feet. There have been no black pictures lately. _____ is much better adjusted and has amazed me with his progress. He, as well as the others, responds and blossoms when given special attention. He is one who would have been lost in a large group.

_____ is a very superior child in many ways. There have been many upsetting circumstances in his home this year, including the death of his father. _____ lost his note reminding the P.M. pupils to come in the morning as the entire group was going to visit a ranch to see some peacocks and baby animals. _____ showed up in the afternoon, all alone. He stayed until bus time and visited and helped me. We had a wonderful time together. Once while we were busy together, _____ said, "Mrs. Seekins, if a little Indian boy came here, would you let him come to school?" "Of course I would; I love little Indian boys." Then a little shyly, almost apologetically, he replied, "I'm an Indian!" "Yes, I know you are, and aren't you happy you're an Indian!" Perhaps this time I found the right words to help. He seemed satisfied and happy after our private conversation which followed.

Throughout the year, I thought I had helped establish this feeling of pride. Evidently I hadn't been completely successful. Perhaps we need to be continually and repeatedly strengthening this concept.

Now, inside I was angry and hurt to think that this beautiful, superior child had already felt the pain of rejection because of racial prejudice.

After working with the children in our Kindergarten, I feel this is a very special and important work. So many problems should be met at this level, and even while they are younger. One very major problem

is the lack of discipline. The children will not accept any authority or discipline without strong hostility until they know the teacher really cares and loves them. It takes time to establish this trust. However, even then, this discipline must be administered with huge, therapeutic doses of love and attention. Our greatest goal in this area is to spend much time and effort to develop self-discipline. We realize this is of permanent value.

We have had several "late-comers" this year. Sometimes parents hesitate to send their children to Kindergarten and then later decide to send them. This creates a problem because these pupils very often require special attention if satisfactory progress is to be made.

This year we had a child with brain-damage who required much individual care and help. Next year we will have a pupil with delayed speech.

Having small groups and an aide does not mean that the teacher will have an easy job (although it will help relieve tension and make the teacher more relaxed and better able to think clearly when solving problems). A teacher is just as busy, but the child benefits. Each child will receive more teacher time. This will help the child more fully realize his importance and self-worth. Even a Kindergarten pupil can feel he loses his identity in a large class.

Last spring when I saw _____ lying sobbing in front of that locked door and again when I saw the expression in _____'s eyes when he said, "I'm an Indian," I thought of what has been taken from these people and how wrongly they have been treated. No one has all the answers, but surely nothing that will truly help should be withheld from these children. They must depend upon adults who care. It seems that it is concerned adults who must help unlock the doors for _____ and those like him, whatever the race, that have so much to give. They need help to be really free to pursue a happiness that is fulfilling and satisfying. They need help to realize that being an Indian is honorable and wonderful; that everything and everyone is created for a special reason; that each of us should be proud and happy to be just what we are; that we must try to be the best kind of an Indian, a white or black person, or a Chinese; that really (as Al Capp says) there is just <u>one</u> race--the human race.

-- Melba Seekins

Nespelem (continued)

VISITING HOME COUNSELOR

Home and school must work cooperatively with each other if a student is to receive the greatest benefit from his education. The need for the school to communicate with the parents of its students is perhaps greatest with the students who live in isolated areas where bussing is necessary and home phones are rare luxuries. Nespelem is such an area. Its large number of Indian students have also an important cultural contribution to make to the school, if a cooperative atmosphere can be developed between home and school. As a Home Visiting Counselor, I try to meet all of the parents or guardians of students in this area. I work with both Coulee Dam and Nespelem schools, so my contacts are with families of students from grade K through 12. I can offer information about the school and its policies and programs, as well as an understanding ear to the frustrations and problems that face these families in their everyday dealings with the school.

Many misunderstandings can be easily cleared up; however, many are deeper than is first apparent. For some, school has been sort of a necessary evil, with many unwanted responsibilities forced upon the parents. Their distrust of outsiders (and the school staffs do turn over with great frequency) and their misunderstanding as to what the respective responsibilities should be of the home and school can cause a wide gap that prevents real cooperation between home and school.

For two years now, I have worked part time and feel the people here are beginning to accept my interest in their children as sincere, and they are beginning to be able to talk to me of their feelings of frustration and alienation with regard to the school situations. Progress is slow and cannot be rushed, for I must first be accepted by the people. The success that I've had in helping some families with school problems has certainly helped, and I feel that the ground work has been laid for more progress in the future. Most families now know who I am. I try to see and know as many as I can before a problem develops that necessitates a call. Since I had no regular office hours or place to be contacted, I arranged to be at the Nespelem City Hall for one hour on two days a week. In this way, I could be contacted by the parents at a place familiar and handy to them in non-academic surroundings.

Surely there must be many problems which aren't apparent to me, but which the families might like to discuss. The response has not been overwhelming, but I feel worth the effort for the ones it has served. I have maintained a program of family calls, whether they involved

specific problems or not. Sometimes I can offer concrete help by explaining new or special programs which might help them. When possible, I bring information of job opportunities to those who are old enough to be looking for employment, and I try to encourage and explain college or trade school programs to those families, and see if there is any way to involve them in the educational system again, either here or elsewhere.

I find myself becoming more and more involved with the total community and its problems, which inevitably are reflected in the school situation. Teachers and administrators need to be made aware of these problems if they are to reach these students, and I find this a very challenging part of my job. The school counselor has been of great assistance to me in helping me to understand the kind of assistance that I must provide if I am to be at all effective. My duties range from explaining the value of a psychological examination to running down a welfare check, but all seem to be necessary if the school is to truly serve and understand these families who make up such a valuable part of our school community.

-- Nola Wolfe

Omak: Superintendent Mel Colbert reports:

INDIAN ADVISER

The district utilized its Johnson-O'Malley grant to hire an Indian adviser. His job was to act as an adviser to Indian children, help return dropouts to school, help prevent dropouts and help the school staff understand and relate to Indian children and parents.

In his first month on the job, the Indian adviser brought three dropouts back to school.

The district has hired Virgil Gunn, 27, a 2-year student from Wenatchee Valley College and a former Omak High School student, as its Indian adviser. Mr. Gunn is a Colville Indian and has friends and family in our community.

He has been invaluable to the district staff and administration. Late in the year, he was able to keep a young Indian girl, a junior, working on her studies, although she had wanted to drop out of school because of fear her friends and teachers would discover that she was pregnant. With Mr. Gunn's assistance, this student completed her class work and received full credit for her junior year. She will return to school next fall.

Mr. Gunn also has helped to locate parents for the Title I Parents Advisory Committee, has helped recruit and locate families for the Omak Head Start program, assisted the district in identifying its Indian families and students, and thereby increasing the district's PL 874 eligibility.

He was occupied all summer of 1969 with Special Program No. 2.

Mr. Gunn joined the district staff in March. The district has planned in-service work as well as college training for Mr. Gunn. It is hoped that he will be able to qualify for short courses or specially arranged studies at a nearby 4-year-college to receive further training in guidance, social work and family counseling.

STORY READING PROGRAM

Omak School District and Washington State University's Department of Child Development cooperated during the summer of 1969 to provide a story reading program for pre-school Indian children.

Johnson-O'Malley funds and Neighborhood Youth Corps funds were the principal financial resources. The district also provided some help out of Title I, ESEA, funds with the loan of equipment, and made available library books purchased with both district funds and Title II, ESEA, funds.

Under the story reading program, teenage Indian girls were hired to read daily to pre-school Indian children. The children were pre-tested to measure their receptive and expressive language levels. Post testing will take place in August to measure growth.

The project is patterned after the Cornell Story Reading program, which is in its third year.

One of the side benefits of the program is an expressed desire of a number of East Omak mothers to provide story reading programs for all pre-school children in the East Omak area. This summer's program was limited to 20 children, and to Indian children only, because of the JO'M funding.

The story reading program was designed and supervised during the summer by Miss Marcia Jorgenson, a graduate student in the WSU Department of Child Development. Her work was part of research for her master's degree. She is on a teaching assistantship at WSU and works in the WSU nursery school as a teacher.

Results of the summer testing program will be made available to the State office when they are complete.

Omak Federal Projects Coordinator John Andrist helped bring the project to Omak and helped provide supervision and coordination. His help continued after he left the district to join the Intermediate District staff.

The Omak District provided office space, a desk and typewriter to Miss Jorgenson.

Mr. Gunn was involved in the recruitment of children, in recruitment of readers, and in transportation services and supervision during the summer.

ESEA Title I Migrant provides a Home Visitor in the Omak District. She assisted in locating children and identifying families.

Head Start staff members also assisted in identifying children. Some Head Start materials and equipment were used in the program as well.

If the program proves that regular story reading (and the accompanying conversation materials; i.e., puppets, games and toys) can improve a child's language level beyond his normal growth (a control group was used to establish normal growth rates for pre-school Indian children), the project could lead to a wide-spread use of story reading in the Omak Community.

One of the more severe needs of primary school Indian children if for better use and command of language. They are not bilingual, nor are many Indian homes in the Omak area bilingual. The problem is that the child's language does not develop, he does not use language more than to communicate immediate physical needs, and is not involved in a great deal of direct conversation with adults or older people.

Port Angeles: George J. Ellis, Superintendent and
R. E. Timm, Principal, reported:

The Counselor Aide Program was continued this year as outlined in the report and proposal of May 1968.

Conferences with students, parents, and teachers have increased in number as new contacts are made and follow-up sessions are arranged. Every family of an Indian student was personally contacted at least once during the school year.

Involvement in projects and programs has evolved as the need became evident and cooperation with other agencies was realized.

Through the efforts of the counselor aides, 146 Indian youths had dental examinations. At this time, 41 students have received much needed dental care.

Clallam County has employed a County Extension Home Aide. With the assistance of the school's counselor aides all Indian families were contacted and programs presented relating to nutrition and use of family budgets. Additional referrals are made for specific families by the aides.

The local tribal council responded to the Aide's encouragement to employ a Community Health Representative of the Department of Indian Health. With these two additional sources of information and education the problems of nutrition and health are in the process of being solved within the family home.

Indian student attendance at school and the dropout rate have been our main concern since the inception of this program. This had been the first year of record that there has not been a single Indian student dropout from school or any transfers to BIA schools. Seven potential dropouts were counseled to remain in high school. One student did leave school for nearly a semester, but has re-enrolled. Dropouts from previous years are repeatedly contacted. Educational and vocational alternatives are explained and assistance offered. There has been considerable cooperation from the Washington State Employment Service in locating regular employment and part-time work. Improvement in attendance records has not been as noteworthy. Absenteeism is caused by many factors, many of which cannot be changed in one or two years. Therefore, recording the number of days a somewhat mobile population is absent does not provide an analysis of the effect of the counselor aide services. The average rate is 11.2 days absent per year for each Indian student.

To investigate changes in absenteeism a sample group was established in 1966-67 school year. This group includes all Indian students in an elementary school with the largest percent of Indian enrollment plus the Indian students enrolled in the two junior high schools of this district. This group totaled 45 students in the 1966-67 school year. Of the original 45 there are 36 who have remained in this school district over the 3-year period. Their average rate of absenteeism follows: 1966-67 school year, 9.52 days absent per student; 1967-68 school year, 9.41 days absent per student; 1968-69 school year, 9.16 days absent per student. In effect, average attendance has remained about the same throughout the 3-year period. There is some consolation in the fact that the students are 3 years older, many of the former junior high students are in high school and elementary students are now in junior high; yet the absentee rate has not increased. Nor has it remained static for individuals. Of the 36 students remaining in the sample group, 10 have improved their attendance by at least 8 days per year, whereas 11 have increased their absentee rate by a similar amount.

Evidence of increased parent and student involvement in school and community is noteworthy. Last fall the counselor aides organized a fund raising program involving a large majority of all students in the junior high schools. The cooperative effort provided the initial money for the construction of an Indian Longhouse and other promotions of Indian history and culture. Considerable interest in these projects has resulted in the city accepting the major financial responsibility under the direction of an Indian and non-Indian committee.

Indian parents meet each month with the Superintendent of Schools to discuss issues involving the students. Other parents are in regular attendance at meetings of the Community School Advisory Committees, or serve on the Title I Advisory Committee.

The Girls' Drill Team and Junior Leader Program have provided opportunities for the girls to work with others and learn to perform in public. It is difficult to prove cause and effect, but for the first time in recorded history two Indian girls have been elected as cheerleaders in a junior high school. In the other junior high two boys won in the final events of the all-school interscholastic wrestling programs. Previously they have been reluctant to participate in a public event.

Student interest in summer programs is continuing at the level established last year and reported in the 1968 report. Six high school students participated in the pre-college Upward Bound Conference this spring.

Mrs. Lorraine Doebbler and Mrs. Elaine Grinnell, the counselor aides, have become leaders in this community as they continue to coordinate and participate in the programs of civic organizations. What began as a pilot project has become a full-time program to meet many needs that have been neglected for years. They have made every effort to improve their capabilities and prepare themselves to deal with the increased demands of their positions. Both aides attended the Northwest Conference on Indian Education and the National Indian Educational Conference this year. They have worked with and for the Olympic Peninsula Counselors' Association. Their response to direction and in-service work with the counselor aide program director has been excellent. The program director and counselor aides will attend summer workshops related to Indian education.

This program is not now a pilot project involving some part-time help. It is a wholly responsible program that is partially financed. At the present time two aides are each working 5 hours per day for 180 days. Two full-time aides are needed. However, only Mrs. Doebbler is

available to work 8 hours a day next year, whereas Mrs. Grinnell will be available to work 6 hours a day.

Total hours for counselor aides should be increased 4 hours, from 10 hours to 14 hours per day for 180 days. Additional hours - 720.

The general increase in salary for state employees and non-certified employees in this district should apply to these employees as well.

Toppenish: Superintendent Howard Moses reported:

Our Johnson O'Malley funds were used for a part-time attendance officer. Only part of the program was funded by Johnson-O'Malley.

Wapato: Superintendent Robert Deal reported:

	JO'M	DISTRICT	E.S.E.A. TITLE I
1. School Attendance Officer	$3,163.63	$6,644.50	
2. Home-School Counselor Professional	2,869.77	3,762.62	
3. Indian Aide (Home Visitor)	1,932.75		
4. Two Indian Aides (Primary)			$3,060.16
5. Mileage	99.44		
	$8,056.59	$10,407.12	$3,060.16

TOTAL ON INDIAN PROGRAM $21,523.87

Wellpinit: Superintendent Robert Carlisle reported:

During 1968-69 a research writer was employed for the development of a course in Indian history and culture with the teaching staff in Wellpinit High School. Textual materials were developed. Reference books, instructional supplies, audio-visual aids and supplementary materials were purchased. A motion picture film is also being developed for appreciation and enrichment. This work is still in process at the High School level. In addition, lunches were paid for all children who could not afford them. All the above was solely financed by JO'M funds.

Wellpinit (continued)

Some course improvements were made in manual arts, art, and in the sciences, and were partially funded by JO'M funds in the amount of $500.

Wellpinit Schools have not charged more than 15 cents per lunch for several years. Students who cannot afford to pay are not charged anything. $1000 in JO'M funds were used to help maintain the 15¢ price and pay for the free lunches. It did make it possible to continue the 15¢ rate and provide better lunches.

Eligible schools are contacted each term to determine what the special needs are for which JO'M funds might be spent. Services and activities that could be provided through this source range through health services and medical treatment, food supplements, quiet places to study, remedial study help, individual tutoring, psychological counseling, home visiting services, payment of "extra" school fees, field trips, special studies, special materials and equipment, seminar sessions, kindergartens, and many others. The main objective in any of these programs is to provide an educational opportunity for Indian children that is equal to that available to those from more affluent homes.

Probably the most effective programs have been those where home visitors, counselors, and guidance people have been used by school districts in a positive way rather than in a negative way. This procedure is one of getting into the homes of the Indian children early and often. By building up a rapport with parents, encouraging them and the youngsters, and bringing "good news" to the home about the school relationship, the home visitor builds a positive school attitude rather than the negative one that often

develops if visits to the home are only made after something distasteful has happened at school.

Although some summer institutes were made possible this past year in which teachers were taught much about methods, materials, and approaches which must be used in teaching Indian children, much more needs to be done in the area of training teachers and other school staff. One JO'M institute was sponsored by Central Washington State College and the Center for the Study of Migrant and Indian Education for teachers who have Indian children in their classes. (See report and evaluation attached to this report.)

It is planned that more JO'M funds will be allotted to the Central Washington State College Center at Toppenish in fiscal 1970, to help carry out the goals which include:

1. Coordination of programs for Indian and other disadvantaged children;
2. Instructional materials development for use with Indian children;
3. Experimentation in compensatory programs for Indian children;
4. Training and retraining of teachers who work with Indian children;
5. Training of auxiliary personnel who work in schools with Indian children;
6. Training of specialists who work with Indian children;
7. Provision of consultant help and inservice for teachers on the job;
8. Distribution of instructional materials to teachers of Indian children.

Many services to schools by the Center this past year have included Indian children and their teachers. This was possible through the contribution by the Yakima Tribal Council of land upon which to place the buildings where the Center is housed, and through migrant funds from Title I of P.L. 89-10. (It is estimated that approximately 10% of the Indians in the State of Washington are also migrant farm workers. This qualifies their children to benefit from the Migrant Title I funds.)

Western Washington State College also sponsored a workshop this past summer for teachers and teacher aides working with Indian children. Johnson-O'Malley funds were allotted to the college to assist in the support of the workshop, which concerned itself with:

1. History and Culture of the Northwest Indians;
2. The availability to Indians of employment, health and social services;
3. Special educational and counseling programs for Indian youth;
4. Curricular and Instructional approaches to teaching Indian children.

About twenty people were enrolled in this workshop.

At an annual Northwest Migrant and Indian Education Leadership Conference sponsored by and held at Central Washington State College, Ellensburg, July 23, 24, and 25, the main recommendations resulting from the conference were for institutional and other concerned agencies to provide:

1. Inservice training for teachers and administrators regarding the needs and cultural differences of minority groups.

2. Release time from regular assignments for teachers and administrators engaged in inservice training on cultural needs and differences.

3. Exchange programs by schools to provide teachers, administrators and students the opportunity of sharing ideas, plans and programs.

4. Opportunity for parents of migrant and Indian children and members of Indian Tribal Councils to actively participate in public school districts as members of advisory committees.

5. Opportunity for participation of members of the community in all phases of decision-making policies of public school districts.

6. Teacher aides, social workers, and counselors to assist in home visitations and educational programs.

7. For identification of potential school dropouts, encouraging them to remain in school. A variety of approaches for the potential dropout, other than the pure academic approach.

8. For extension of the boundaries of the classroom--"of the college or public school" for the present, and anticipated future, beyond the four walls of the classroom.

9. On-campus credit for teachers (and other enrollees) for extension courses off the immediate campus.

STATE OF WASHINGTON
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
FEDERAL PROGRAMS
JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA
1968-69

AGE-- / GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers 1/	Dropouts 2/	Total Compl.	Total Enroll.
Kg.	34	246	43	1													324	14	4a		2395
1			315	88	8												411	46			2976
2			19	252	103	6											380	59			2792
3				1	220	86	8										315	39			2564
4						227	106	5	1								339	14			2556
5						2	207	98	9								316	26			2613
6							2	229	110	19	7						367	22			2537
7								1	179	103	16						299	22	4a		2499
8									5	183	91	13					292	27	1h		2369
El. Ug.	17	4	6	10	5	8	13	6	8	7	11	2					97				354
Total Elem.	51	250	383	352	336	329	336	339	312	312	125	15					3141	289	9		23655
9										7	123	105	16				251	31	7a 2b 2d 2g 4h		2566
10											1	111	102	16	1		231	21	1a 4b 1d 6h		1807
11												2	75	79	7	6	169	26	1a 5b 2c 1g 8h		2258
12													1	72	52	8	143	14	2h 3b		1988
Sec. Ug.											1	3	9	6	3	1	23		2h 1d		
Total Sec.										7	125	221	203	173	63	15	807	92	54		8619
Total El. & Sec.	51	250	383	352	336	329	336	339	312	319	250	236	203	173	63	15	3947	381	63		32274

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents, (b) marriage, (c) employment, (d) detained by law agencies, (e) illness, (f) death, (g) expelled, (h) other.

Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b,3c.

REPORT OF JOHNSON-O'MALLEY ALLOCATIONS -- STATE OF WASHINGTON - 1968-1969

Dist No.	County and District	Total Enrol.	Indian Enrol.	Indian Grad.		Indian Dropouts		School Lunch (Indian)	1968-69 JOM Payment	Purposes or Uses of JOM Funds
				E	S	E	S			
	CLALLAM									
401	Cape Flattery	640	212	11	9	1	5	26,279	$ 5,420.00	20% of Counselor Salary 50% of Teacher Salary to reduce teacher-pupil ratios for grades one and two at Neah Bay Elementary Sch. 70% of (Indian) Attendance Counselor Salary for liaison between Indian homes and school.
21	Port Angeles	5240	199	39	4	0	0	0	$ 6,537.00	One full-time and one part-time (Indian) Counselor Aides for home-school liaison and pupil activity programs.
	FERRY									
70	Inchelium	200	140	8	10	0	0	0	$ 5,000.00	Strengthening of Junior High and High School Homemaking and Business Education Programs.
	GRAYS HARBOR									
64	North Beach	745	129	0	10	5	6	900	$ 8,800.00	Contributed to Salaries of Special Teacher, Counselor, Music Teacher, and Teacher Aide to carry out Remedial Reading and Language Arts, Guidance and Counseling, and Music Appreciation Programs.
400	Oakville	347	66	0	3	0	3	5110	$ 6,850.00	Half-Time Counselor--Home Visitor and Special Academic and Crafts Classes.
77	Taholah	134	133	0	0	0	0	23000	$ 7,000.00	Contribution toward meeting major costs of free lunch program.
408	KING	8612	163	20	2	2	0	10499	$ 3,500.00	School Lunch Program, Home Visitor--Counselor, fees for Student Body Activity and Academic Materials.

Dist. No.	County and District	Total Enrol.	Indian Enrol.	Indian Grad. E	Indian Grad. S	Indian Dropouts E	Indian Dropouts S	School Lunch (Indian)	1968-69 JOM Payment	Purposes or Uses of JOM Funds
	KITSAP									
400	North Kitsap	2761	122	20					$ 800.00	After-school-tutoring program for high school students.
	KLICKITAT									
402	Klickitat	315	30						$ 2,000.00	School supplies and materials for remedial and compensatory programs.
	MASON									
404	Hood Canal	420	70	2	0	1	0	9000	$ 3,296.00	Full Time Kindergarten Teacher-aide.
	OKANOGAN									
401	Coulee Dam	750	196	0	21	0	6	21200	$ 4,600.00	Home Visitor employed. Indian Arts and Crafts program initiated.
14	Nespelem	191	163	0	0	0	0	26664	$ 6,000.00	Breakfast and Lunch Program, establishment of a School Band, Kindergarten program, and a visiting home counselor.
19	Omak	1662	207	13	6	6	6	689	$ 4,000.00	Pre-school reading program, home-school counselor employed, anti-dropout program.
311	SKAGIT LaConner	464	90	16	5	0	0	12308	$11,180.00	Home Visitor Counselor (Indian), individualized, non-graded primary reading program and reduced teacher-pupil ratio through increased staff.
25	SNOHOMISH Marysville	5395	268	42	7	0	5	22000	$18,435.00	Vitamin supplementary and dental hygiene program carried out, Attendance and Guidance staff of two people employed. Elementary teacher-aides utilized, and cultural enrichment programs supported.
206	STEVENS Columbia	200	56	3	3	2	1	9800	$ 3,100.00	Instruction, Transportation and School Lunches.

Dist. No.	County and District	Total Enrol.	Indian Enrol.	Indian Grad. E	Indian Grad. S	Indian Dropouts E	Indian Dropouts S	School Lunch	1968-69 JOM Payment	Purposes or Uses of JOM Funds
	STEVENS (cont'd)								-	
207	Mary Walker	271	43	0	3	0	1	6880	$ 1,700.00	School Lunch and Breakfast Program carried out.
49	Wellpinit	142	122	21	7	0	3	22919	$ 7,500.00	Reduced price and free school lunch program, Development of an Indian History and Culture course at secondary level including a movie film production, course improvements in vocational, Art and Science programs.
	PEND OREILLE									
59	Cusick	330	42	0	3	0	1	0	$ 4,100.00	Employment of two teacher-aides for playground and lunchroom superv.
	THURSTON									
2	Yelm	1428	72	0	2	0	2	10740	$ 2,000.00	School Lunch Program.
	WHATCOM									
502	Ferndale	2602	326	0	14	2	6	20091	$12,000.00	Home visitor employed half-time for liaison and counseling Indian pupils, after-school study center with tutors, school lunch program, and provided instructional materials and fees for needy students.
507	Mount Baker	1173	58	0	1	2	5	4032	$ 2,000.00	School Lunch Program.
506	Nooksack Valley	1066	37	6	0	0	1	695	$ 1,410.00	School Lunch Program.
	YAKIMA									
204	Granger	1199	124	15	4	0	0	1330	$ 9,820.00	Home Visitor-Attendance Counselor, Employment of an Art Teacher (Indian) and a Cultural Arts Program.
209	Mount Adams	1090	480	30	22	0	16	7960	$16,000.00	Home-Visitor and Guidance Counselor personnel at elementary and secondary levels, a kindergarten program, and a school lunch program.

Dist. No.	County and District	Total Enrol.	Indian Enrol.	Indian Grad.		Indian Dropouts		School Lunch	1968-69 JOM Payment	Purposes or Uses of JOM Funds
				E	S	E	S			
	YAKIMA (cont'd)									
202	Toppenish	2884	322	75	5	11	10	54000	$ 2,500.00	Attendance Officer salary (1/2).
207	Wapato	3046	541	124	48	8	8	41000	$ 8,000.00	Contributing to salaries of a School Attendance Officer, Home-School Counselor, and an Indian Home Visitor.

EVALUATION REPORT

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Conference on American Indian Education

Sponsored
by

Center for the Study of Migrant and Indian Education
Central Washington State College

Ellensburg, Washington

July 31, 1969

The Conference

A Conference on American Indian Education for teachers, principals and counselors working with Indian children was held at Ellensburg, Washington, during the period of July 14-25, 1969. The conference was sponsored by the Center for the Study of Migrant and Indian Education, Central Washington State College, under a contract from the State Department of Public Instruction, Olympia, Washington. The conference was financed with funds made available under the Johnson-O'Malley Indian Education Act of 1934 (Public Law 74-638 as amended). The contract number was No. JOM - 2 - 69.

Enrollment consisted of 28 selected participants from the State of Washington. All enrollees are currently employed by school districts which enroll children from Indian families.

Each participant received a stipend of $125.00. Additionally, each participant received two college credits for Education 440, Indian Education, from Central Washington State College.

OVERVIEW OF THE CONFERENCE

TITLE: Conference on American Indian Education

SPONSOR: Center for the Study of Migrant and Indian Education, CWSC

LOCATION: CWSC Campus, Ellensburg, Washington

PARTICIPANTS: Twenty-eight selected teachers, principals, and counselors from districts enrolling Indian children

WORKSHOP STAFF: Director--Dr. Clay Denman, Associate Professor of Anthropology, CWSC

Consultant--Dr. A. D. Selinger, Northwest Educational Laboratory, Portland, Oregon

RESOURCE PERSONNEL:

Dr. Deward E. Walker, Jr., Associate Professor of Anthropology, University of Idaho (Anglo).
Mr. Alex Saluskin, Curator, Fort Simcoe State Park, Yakima Indian Reservation (Yakima Indian).
Mr. Tandy Wilbur, Manager, Community Action Program, LaConner, Washington (Skagit Indian).
Mr. Willard Bill, Home Visitor, Washington State Employment Security, Public School teacher, Auburn, Washington. (Duwanish Indian)

RESOURCE PERSONNEL: (continued)

Mr. Benjamin Wright, Home Visitor, State Employment Security, (Puyallup Indian).
Mr. Lehman Brightman, President, United Native Americans and Director of American Indian Education Program, University of California, Berkely (Creek/Sioux Indian).
Mr. David Risling, Jr., President, California Indian Education Association and Professor, Modesto Junior College, Modesto, California (Mupa Indian).
Miss Mary Hillaire, Division of Vocational Education, State Manpower Development Section (Lummi Indian).
Dr. Lionel de Montigny, M.D., Northwest Educational Laboratory, Portland, Oregon (Chippewa Indian).
Mrs. Anita Pfeiffer, Director of Educational Services, Rough Rock Demonstration School, Chinle, Arizona (Navajo Indian).
Mrs. Jane McCloud, Community Action Leader and mother, (Tulalip Indian).
Mr. Francis McKinley, Far West Laboratory for Educational Research, Berkely, California, Senior Research Coordinator, (Ute/Navajo Indian).
Dr. Richard King, Director, Office of International Education, Florida State University, Tallahassee, Florida (Anglo).
Miss Alice Chenois, Director, Community Action Program, Taholah, Washington (Quinault Indian).
Mr. Ted George, Educational Director, M.O.R.E., Inc., Member, National Indian Education Advisory Committee (___ Indian).
Miss Kathryn Molohon, Department of Anthropology, University of California, Berkely, California (Anglo).
Mr. Stanley Smartlowit, Yakima Tribal Council Education Committee (Yakima Indian).

REGULAR CONFERENCE ACTIVITIES:

1. Speakers
2. Colloquia Sessions
3. Panel Discussions
4. Field Trip
5. Viewing Instructional Materials

SPECIAL ACTIVITIES:

1. Field trip to Center for the Study of Migrant and Indian Education and to Camp Chaparral, White Swan, Washington, a summer camp school for Indians, operated by the Yakima Indian Tribal Council.

2. Barbecue Dinner in joint cooperation with a B.I.A. workshop being held on campus.

CONFERENCE EVALUATION

In evaluating this conference, the evaluator attended five working sessions of the conference. Some time was devoted to talking with the staff, resource persons, and participants. A pre-test, post-test essay was administered to participants on the opening and closing day of the conference and each participant completed a questionnaire about the conference.

The questionnaire is reproduced below. The composite numerical ratings given in the various aspects of the conference are included. In order that the reader obtain an over-all picture of the conference, sample participant remarks are included. The evaluator selected the most articulate and the most revealing statements made by the participants. Results of the pre-test, post-test essay and evaluator comments follow the presentation of the data obtained via the questionnaire.

Participant Evaluation Report Form

Conference on American Indian Education

Central Washington State College, Ellensburg, Washington

July 14 - 25, 1969

Part I: Attainment of Objectives

During this conference you, as a participant, probably evidenced considerable growth in both cognitive and affective learnings. Listed below are several behavioral tasks which, for purposes of this evaluation, could be construed to be evidence of the attainment of conference objectives. Use numbers from 1 to 5 to indicate the degree to which you think you have achieved these tasks. The number 1 should indicate the lowest achievement and 5 the greatest achievement.

ACHIEVEMENT					As a result of participation in the conference, the conferees will:
Low		Medium		High	
___	___	1	9	15	1. be able to identify problems of concern to the Indian youngster participating in school programs designed for white youngsters.
1	___	11	10	3	2. be able to identify solutions for problems of concern to Indian children with special emphasis on solutions for alleviating the drop-out problem of Indian youth.
___	2	5	12	6	3. be able to identify the cultural values, life styles, and traditions of the several Indian tribes studied.
___	___	1	14	10	4. be able to relate the cultural values, life styles, and traditions identified to the reality of Indian pupil behavior in today's schools.
1	1	3	12	8	5. be able to plan a curriculum which is sensitive to the needs of children growing up in more than one cultural environment.

NOTE: The main theme of the conference is centered on objective number one. Therefore, the rating given by participants to that objective carries the most weight.

Part IV Conference Activity

Low Value		Medium Value		High Value	Justify with comment
		2		23	Speakers "Very good selection for variety of personalities and topic coverage. Presentations were excellent." "The selection of speakers gave a good broad set of viewpoints. Perhaps one other segment needed to be included. The B.I.A."
1	2	7	11	4	Colloquia Sessions "The first session each time was very good. In the second and third sessions we seemed to rehash (uneffectively) what we started in the first session." "Good exchange of ideas but too long. Too much repetition."
		3	5	16	Panel Discussions "Good for clarifying points brought out in the main talks and for getting a feedback on its effect on the Indian people present." "Good for interaction among panel members and the group."
	1	4	12	6	Field Trip "Excellent. Made me aware of materials available at the center; and also gave me ideas and knowledge about the camp and program." "Relaxing opportunity to see first hand things we had discussed."
1	3	3	8	5	Viewing Instructional Materials "Almost exclusively elementary level classroom films, most of which were typically boring." "Not too much presented outside of the materials from Rough Rock."

PART V Open-ended Responses

1. This conference as a whole was

   "excellent, with a very good variety of speakers, who were well informed. It was well planned and ran very smoothly."

   "informative. The expenditure of two weeks of my time was well justified."

   "very helpful in giving me contact with problems and ideas I never realized existed."

   "interesting, but at times very boring. More variety in material, viewpoints and activities is needed."

2. Conference Speakers

   "as a whole were dynamic and well chosen for their particular conference position, but again I say too much repetition."

   "were selected to counteract each other and to give us a broad view of Indian thinking."

3. The facilities for the conference

   "were excellent and convenient."

   "were adequate. An area apart from the college campus might have been better for closer group rapport. People taking part should be required to 'live in' if at all possible."

4. The instructional materials for independent study

   (Responses ranged from adequate to inadequate. Most responses referred to handouts and brochures passed out during the conference.)

5. The best thing about the conference

   "was the chance to hear and meet colorful, interesting speakers from a variety of places and backgrounds."

   "was the awareness of Indian problems which I got from the speakers and discussions."

6. The worst thing about the conference

   "was the repetition of anti-B.I.A., anti-white man statements that added very little."

   "the very long colloquia sessions."

   "a feeling of frustration because I know I've only scratched the surface of knowledge and I have children who can't wait for me to learn more."

PART VI Pre-Test Post-Test Essay

Conference participants were administered the following essay assignment at the beginning and conclusion of the conference.

What, in your opinion, are the basic problems involved in educating American Indian children?

The conference evaluator pulled participant identified problems from the essays. The results appear below. The number behind each stated problem indicates the number of participants identifying that particular problem.

Pre-Test Problems

1. In many Indian homes the children receive little encouragement from their parents with regard to school experiences. (12)

2. Many Indian children are hampered in school progress by poor attendance records. (12)

3. The Indian culture, values, etc., are not taken into consideration when planning the curriculum. (6)

4. The school attempts to force our values on Indian children. (4)

5. Many Indian parents do not participate or attend school events. (4)

6. Many Indian children are shy and they are reluctant to participate in school activities. (4)

7. Many Indian children are faced with language problems. (4)

8. Teachers do not understand Indian children or their culture. (4)

9. Indian children need to have their self-image or self-concept reinforced. (5)

10. Many Indian parents are too permissive with their children. They fail to develop responsibility and social habits on the part of the child. (5)

11. In teaching social studies there is the problem of conflicting historical backgrounds. (2)

12. The B.I.A. overwhelms the Indians and causes them to be dependent. (2)

13. Problems such as alcoholism, unemployment, health, nutrition and hygiene affect the Indian family. (8)

14. School personnel have a problem of communication with Indian parents. (2)

15. The teaching in our schools is not relevant to Indian needs. (1)

Post-Test Problems

1. Teachers and administrators do not understand the cultural differences between Indians and whites. (14)

2. Many schools do not provide meaningful curricular experiences which are relevant and which include a study of the Indian culture. (9)

3. Many schools do not involve Indian people in defining, planning, and evaluating parts of the curriculum--especially that part pertaining to the Indian culture. The key is involvement. (9)

4. Schools will need to improve their communications with Indian parents. (10)

5. Indian parents must be reached if we are to assist them as they help motivate their children. (7)

6. The Indian is faced with a bureaucracy that controls his life, i.e., B.I.A., O.E.O., etc. (6)

7. School people's attitudes of low expectancy with regard to Indian pupils must be changed. Attitudes should reflect sensitivity and feelings of respect for the Indian culture. (10)

8. The school administration in some schools is a problem. Both teachers and administrators need to be involved in changes with regard to Indian pupils.

Any further listing would be a repetition of problems listed on the first essay.

Evaluator's Comments:

Even a cursory examination of the problems identified in the pre-test, post-test situations will enable the reader to identify changes in the thinking of conference participants.

At the outset of the conference, the participants were able to identify some common problems such as motivation, school attendance, language problems, etc.

Upon the conclusion of the conference, the participants had moved beyond the identification of the most obvious problems and were concentrating on problems of a wider scope. Additionally, the conferees were able to verbalize better about the lack of suitable curricular experiences for Indian children, about their lack of understanding of the Indian culture and about their attitudes and feelings about Indian children.

Terms such as involvement, termination, sensitivity, cultural differences and identity appeared with greater frequency in their second papers. Their vocabulary usage in the post-test situation is indicative of the growth they achieved during the conference.

PART VII: Participant Suggestions

Each of the participants submitted their own suggestions for the improvement of future conferences on the questionnaire. During the final day of the conference, the participants were grouped into small groups for the purpose of "brain-storming" suggestions for future conferences.

When some thirty educated people work intensively at such a task, numerous suggestions result. The following suggestions should be studied by the staff of the sponsoring agency and the workshop staff with a view toward implementing some of them in coming conferences.

1. Invite representatives from the W.E.A., B.I.A., and H.E.W. to attend the next conference.
2. If possible, invite Indian parents to attend the conference.
3. Have a staff-leadership session prior to conference to avoid overlapping and repetition.
4. "Could we view people practicing the ceremonies, arts, crafts, etc., from their culture?"
5. "I would suggest greater sifting of the material to be presented by the speakers and more opportunity for group interaction with less 'brow beating' of the audience, less sitting still, more activity, more administrative presence."
6. "Perhaps more Indians could be included with the end view of establishing some sort of state-wide program along the lines of what is being done in California."
7. "The repetition of problems left the audience with a feeling of low expectancy of what the leaders expected of them." Perhaps this participant is asking for some direction in the solution of problems.
8. "I would suggest a display of appropriate children's books and literature for the elementary level."
9. "Abandon structured colloquia in favor of the informal shifting/groupings used in the latter days of the conference. These were much more productive."
10. "Invite several participants from the same school district. Give them a chance to plan a constructive procedure to carry out.
11. "Plan to have the conference participants return for a session to demonstrate what they have accomplished as a result of the workshop."
12. The concept of Indian leadership for conferences such as this was stressed during the conference. "I do not feel that there is a need for or should be a position need for an Indian Chairman next year."

NOTE: Evaluator Comment--Perhaps some arrangement for a co-chairmanship of such a conference would enable Indian leadership to share conference responsibilities. The problems in the area of Indian Education are so staggering that it will take the best minds of all races to come up with suggestions to help solve the problems.

PART VIII Evaluator Comments

1. Staff and Resource Personnel

The workshop staff is to be commended on the recruitment of resource personnel for this conference. On rather short notice, they put together speakers representing diverse points of view. Additionally, these speakers represented people from many different Indian tribes as well as various positions in the educational and tribal worlds.

Special commendations should go to Dr. Selinger, Mr. Risling, Mr. Brightman, Mr. George, and Mrs. Pfeiffer for outstanding performances at the conference.

2. Conference Content

There is little doubt that the Conference met the goal of acquainting teachers with the problems of Indian education. The participants should indeed be able to identify problems of concern to the Indian youngster participating in schools designed for white youngsters. In fact, the participants rated this aspect of the workshop very high.

In meeting this goal, in fact because of the very nature of the content required to meet this goal, a great deal of time was spent on problems. To some it was frustrating to spend the time on the problems without grappling with some solutions. The very reason for attendance was to secure ideas to use in their classrooms with Indian children. One participant indicated that she had Indian children who couldn't wait for her to learn enough to help them. Another participant expressed it thusly: "There has been little emphasis on concrete ideas for action at the classroom level, particularly in situations involving small minorities of Indian children."

Because of this workshop, the enrollees will be more understanding teachers and they will have greater insight into the Indian culture. Their responses indicate that they want to devote some conference time to problems at the classroom level.

3. Conference Location

While the facilities for the conference were rated as excellent and convenient, the number of groups and individuals suggesting an off-campus arrangement prompted the following comments.

The staff of the sponsoring agency and the workshop staff should conduct a survey for a suitable off-campus location for future conferences. Perhaps one of the smaller Indian Reservations there are suitable facilities for holding the conference. If the survey draws a blank, then the possibility of holding the conference in a community where an Indian encampment is being held, i.e., Soap Lake, White Swan, Toppenish, etc., should be explored.

Such an arrangement might provide a live-in situation which would permit enrollees to absorb more of the Indian culture. It would also eliminate commuters and possibly permit more varied evening sessions.

4. Instructional Materials

The conference staff provided numerous handouts of scholarly articles, brochures, etc., and the Rough Rock Demonstration materials were excellent. However, in view of the fact that many speakers urged the inclusion in the Curriculum of materials relevant to the Indian culture and in view of the fact that the participants are classroom teachers, it is imperative that a wide range of instructional materials be available for examination and study. Books, artifacts, study prints, audio tapes, video tapes, filmstrips, slide sets, films, inquiry training materials, etc., should be displayed. Perhaps a joint effort by the sponsoring agency and the C.W.S.C. curriculum library could result in a collection of materials for this purpose.

5. Conference Activities

The participants rated the speakers and panel discussions very high. In fact, the morning sessions of future conferences might well follow the same pattern as this one.

If we ascribe to the point of view that Indian children, like all children, have different learning styles, we must also ascribe to the same concept with adults. A good number of the participants indicated that the afternoon colloquia sessions dragged for them. Future conferences should provide for a variety of learning experiences during the afternoon sessions. Clues as to the types of activities may be found in the participant suggestions.

6. Summary

In summation, this was an excellent workshop. It was well organized, well staffed, and well received by the participants.

Perhaps the success of the conferences illustrated in this comment by one of the participants:

"We came to this conference as concerned teachers. But I feel because what has been revealed and presented here, we will not leave as the same people. I feel we will return with a deeper compassion, understanding and knowledge which will make an impact on all with whom we come in contact; whatever the position or race."

D. J. Murphy
Professor of Education
Conference Evaluator
July 31, 1969

ANALYSIS OF 1968-69 JOHNSON-O'MALLEY CONTRACT

Carry-over July 1, 1968 (Including encumbrances for activities during Summer 1968 for Workshops and Survey Projects)		$ 24,717.30	
Payments for Summer activities in July and August 1968 for Workshops and Survey Projects		4,117.25	
Balance carried over for FY-1969 Activity		$ 20,600.05	
Payments to Local Educational Agencies in 1968-69			$ 165,621.00
20 LEAs paid in November 1968	$ 113,613.00		
5 LEAs paid in February 1969	33,935.00		
3 LEAs paid in May 1969	18,073.00		
	$ 165,621.00		
Costs of Administration of JOM program:			$ 20,000.00
Salary of Director (25%)	$ 5,139.00		
Salary of Supervisor (50%)	7,732.00		
Secretarial Salaries (75%)	4,919.00		
Total for Salaries	$ 17,790.00		
Travel Expense	1,061.23		
Office Expense	1,148.77		
	$ 20,000.00		
Contractual Services for Workshops and other activities -- Cash Disbursements during FY-1969			$ 3,499.00
Contractual Services for Workshops and other activities -- Encumbered for Summer 1969			$ 25,479.40
JOM Contract for 1968-69 (including all modifications applicable to that year)		$ 208,750.00	
Carry-over June 30, 1969			$ 14,750.65
TOTALS		$ 229,350.05	$ 229,350.05

Request for Johnson-O'Malley Funds for 1969-70

Carry-over July 1,, 1969, and available for FY-1970 Activities -- Unencumbered funds		$ 14,750.65
JOM Contract for 1969-70		$ 510,000.00
Costs of Administration of JOM Program:		$ 34,000.00
Salary of Supervisor (100%)	$ 15,500.00	
Salary of Secretary (50%)	$ 3,600.00	
Travel Expense	$ 3,400.00	
Office Expense -- Supplies and Overhead	$ 4,000.00	
Consultative Services and Technical Assistance	$ 7,500.00	
	$ 34,000.00	
Basic Programs and Supplemental Grants to School Districts and other Educational Agencies (including higher costs for 1969-70)		$ 200,000.00
In-Service Training Programs (Toppenish Center)		$ 60,000.00
Costs of establishing <u>new</u> programs in several predominantly Indian areas, or expansions in on-going programs as the needs become evident and funds are available Examples: Quillayute Valley (Forks), Keller, Quinault, Goldendale, and others		$ 30,750.65
Special and urgent NEEDS at <u>White Swan</u> (Mount Adams School District, Yakima County) -- Developing new and exciting programs for Indian Education and emphasizing community involvement and cultural identification -- First Stage in 1969-70		$ 125,000.00
a) Additional elementary and secondary personnel -- aides, counselors, tutors, parental involvement efforts, etc.	$ 78,000.00	
b) Supplies, equipment and other materials	$ 8,000.00	
c) Portable facilities (rentals)	$ 13,000.00	
d) Teacher Housing provisions	$ 4,000.00	

REQUEST FOR JOM FUNDS for 1969-70 (Continued)

e) Extended school year costs for all grades	$ 16,000.00		
f) Food, Health, Transportation and other supportive services	$ 6,000.00		
	$125,000.00		
Special and urgent NEEDS at Neah Bay (Cape Flattery School District, Clallam County) -- Developing new and exciting programs for Indian Education and emphasizing community involvement and cultural identification -- First Stage in 1969-70			$ 65,000.00
a) Additional elementary and secondary personnel -- aides, counselors, tutors, parental involvement efforts, etc.	$ 30,000.00		
b) Supplies, equipment and other materials	$ 5,000.00		
c) Portable facilities (rentals)	$ 6,000.00		
d) Teacher Housing provisions	$ 4,000.00		
e) Extended school year costs for all grades	$ 15,000.00		
f) Food, Health, Transportation and other supportive services	$ 5,000.00		
	$ 65,000.00		
Carry-over June 30, 1970			$ 10,000.00
TOTALS		$ 524,750.65	$ 524,750.65

Preliminary Request for Johnson-O'Malley Funds for 1970-71

Carry-over July 1, 1970		$ 10,000.00
JOM Contract for 1970-71 (Estimated)		$ 770,000.00
Costs of Administration of JOM Program:		$ 27,800.00
Salary of Supervisor (100%)	$ 16,000.00	
Salary of Secretary (50%)	3,800.00	
Travel Expense	4,000.00	
Office Expense -- Supplies, Equipment & Overhead Costs	4,000.00	
	$ 27,800.00	
Costs of State-wide Project Planning and Development:		$ 30,000.00
Advisory Committee Costs	$ 6,000.00	
Consultative Services and Technical Assistance	8,500.00	
Development of Curricular Materials	5,000.00	
	$ 30,000.00	
Basic Programs and Supplemental Grants to School Districts and other Educational Agencies, including higher costs in FY 1971 and the costs of new program activity begun in 1969-70		$ 270,000.00
In-Service Training Programs (Toppenish Center)		$ 60,000.00
Special and urgent NEEDS at White Swan (Mount Adams School District, Yakima County) -- Developing new and exciting programs for Indian Education and emphasizing community involvement and cultural identification -- Second Stage in 1970-71		$ 255,000.00
a) Continuation of first phase of program in light of estimated costs - about 15% increase	$ 145,000.00	
b) Second Phase of Project to include additional personnel (aides, counselors, tutors, parental involvement, etc.)	76,000.00	
c) Second Phase Costs for additional portable facilities and housing	26,000.00	

REQUEST FOR JOM FUNDS FOR 1970-71 (continued)

d) Second Phase Costs for food, health, and other services	8,000.00	
	$255,000.00	
Special and urgent NEEDS at Neah Bay (Cape Flattery School District, Clallam County) -- Developing new and exciting programs for Indian Education and emphasizing community involvement and cultural identification -- Second Stage in 1970-71		$ 127,200.00
a) Continuation of first phase of program in light of estimated costs -- about 15% increase	$ 75,000.00	
b) Second Phase of Project which is estimated to include:		
(1) Additional personnel (aides, counselors, tutors, parental involvement, etc.)	33,000.00	
(2) Additional portable rental facilities	8,000.00	
(3) Additional Teacher-Housing provisions	5,000.00	
(4) Additional food, health, transportation and other supportive services	6,200.00	
	$127,200.00	
Carry-over June 30, 1971		$ 10,000.00
TOTALS	$ 780,000.00	$ 780,000.00